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ABSTRACT

The Lincoln High School Renewal Project, funded from 1974 to 1980, sought to find ways of raising the achievement levels of lower-income, low-achieving students in the Dallas Independent School District. As part of the project, this study measured the mobility and experience of teachers at Lincoln High School for each year of the project, and provided a demographic profile of teachers who remained and teachers who left, in hopes of finding a direct relationship between achievement level and teacher mobility. The sample consisted of teachers who had a contract with the Dallas Independent School District and taught at Lincoln High School. Data were extracted from personnel forms, research reports, yearbooks, staff directories, and various other school reports. A second study on the mobility of Lincoln High School teachers was conducted during the 1980-81 school year. The results of the two studies were then compared. Although no direct relationship could be drawn between the achievement level of Lincoln High School students and teacher mobility, one constant variable of significance was found--that Lincoln High School students tended to be low-achieving, low-income students and Lincoln High School teachers tended to be inexperienced and highly mobile. (Author/LL)

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SP81-107-81-05

and

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A Study of Teacher Mobility at Lincoln High School during the Renewal Project, 1974-1980

Evaluator: Johnny Lawton

Objectives of the Study

The Lincoln High School Renewal Project (LHSRP) was funded from 1974-1980 to develop a model for expediting the raising of achievement levels of lower-income, low-achieving students in urban high schools. This study analyzed mobility factors of teachers assigned to LHS during the urban renewal project. It was originally designed to study teacher assignment policies at Lincoln High School (LHS) during the LHSRP. However, the effects of the Dallas Independent School District (DISD) assignment policies and of the 1976 desegregation court order in determining where teachers could be assigned were so pervasive that their impact on the study was prominent. For example, Pearson correlation coefficients were very low for all relevant variables and a regression formula for predicting teacher mobility was not included in this study, as planned, because the court order's impact eliminated almost all variation in teacher assignment. The result was an LHS teaching staff almost equally divided by ethnicity and by sex. Therefore, the reader should remember that the DISD was complying with the desegregation court

order and its own assignment policies when teacher assignments under the LHSRP are discussed. In effect, while the objective was to analyze teacher assignment policies under the LHSRP, the result was primarily a study of DISD teacher assignment policies, and the impact of the desegregation court order on teacher assignment.

Purpose of the Evaluation

The purpose of this study was to measure the impact of teacher mobility on student achievement. The study includes (a) quality comparisons of the LHS teaching staff, 1974-1980; (b) a measure of teacher mobility for each year of the project; (c) a demographic profile of those teachers who remained at LHS and those who left LHS; and (d) other specific concerns of the LHS administration (e.g., does LHS receive a large number of first-year/inexperienced teachers who are most likely to resign or transfer from the LHS staff).

Sample

Only secondary teachers who held a teaching contract with the Dallas Independent School District (DISD) and actually taught LHS students were included in the sample. (Although numerous substitute teachers were assigned to LHS on both short-term and long-term assignments, they were not included in the sample.) Table 1 presents a longitudinal profile of the number of teaching positions at LHS, the number of new teachers assigned each year, and the percentage of teaching positions filled each year by new teachers.

Table 1

Teachers Who Taught at Lincoln High School from 1974-1980 by Year, Number of Teachers Assigned, and New Teachers Assigned[a,b]

Year	No. Teaching Positions Assigned	New Teachers Assigned	
		Number	% of Yearly Teachers Positions
Pre-1974	(39)	(39)	(-)
1974	66	25	37.9
1975	79	18	22.8
1976	85	20	23.5
1977	73	11	15.1
1978	68	13	19.1
1979	64	10	15.6
1980	71	12	16.9
Total		148	27.2

[a] Although LHS used numerous substitute teachers to fill teaching vacancies, no substitute teachers were included in the analysis. Only secondary teachers who held a teaching contract with the DISD were included.

[b] 'Pre-1974' represents those teachers who were assigned prior to school year 1974-75.

Evaluation Design

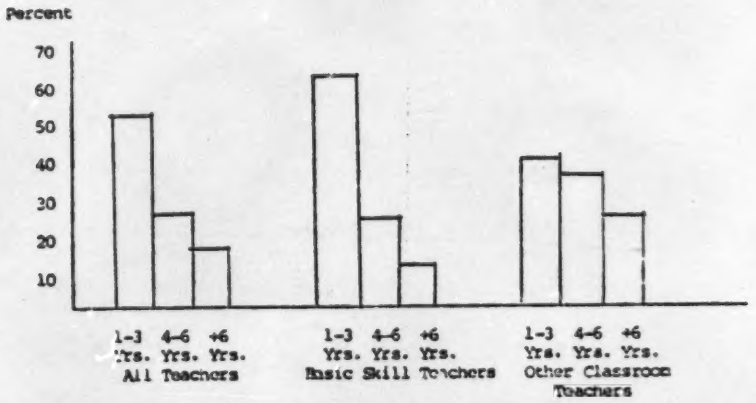
Data were extracted from DISD Personnel Utilization Forms, research reports, yearbooks, various school records, and DISD School and Staff Directories for school years 1974-79. Where files were incomplete or no longer existed, data were obtained from personal interviews and cross-referenced to a written source for verification. Data were not included when they could not be verified. Process evaluation data were analyzed by computing frequency distributions and correlation coefficients, by performing analyses of variance, and by using multiple regression techniques on teacher demographic data.

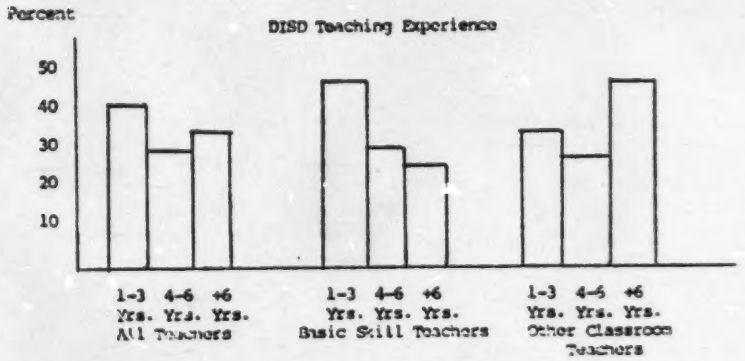
Major Evaluation Questions and Results

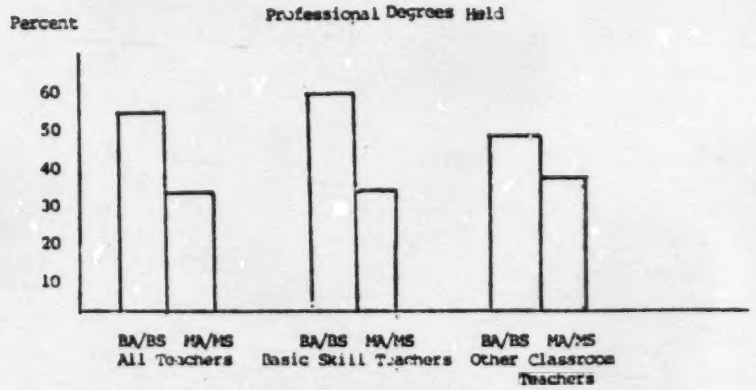
1. What was the distribution of teachers at Lincoln High School (LHS) during the school years 1974 through 1980?

   Teacher assignments. Teachers were divided into two groups: basic skills teachers and other classroom teachers. Basic skills teachers included those teachers in the Language Arts, Social Studies, Science and Mathematics departments. Other classroom teachers included those teachers in the Vocational Education, Creative Arts, Recreative Arts departments and Special Education teachers. Figure 1 illustrates the distribution of all LHS teachers, basic skills teachers, and other classroom teachers assigned to LHS during school years 1974 through 1980. (See Appendix A, B, and C for yearly distributions.)

LHS Teaching Experience







Note. Data contained in these graphs are included in Appendix A, B, and C.

Figure 1. Overall distribution of LHS teachers for LHS teaching experience, DISD teaching experience, and professional degrees held (1974-1980).

All teachers. Overall, the average teacher assigned had 1-3 years LHS teaching experience (53%), and 1-3 years DISD teaching experience (39%). Fifty-six percent held a bachelor of arts or bachelor of science degree. Black teachers and White teachers were assigned in approximately equal percentages (49% Black teachers and 48.6% White teachers), while more female teachers (54%) than male teachers (46%) were assigned to LHS. Fifty-six percent of the teachers assigned to LHS during 1974-1980 were basic skills teachers and 44% were other classroom teachers.

There were some notable shifts in teacher demographic characteristics between 1974 and 1980. Teachers acquired more LHS and DISD teaching experience and the teacher population shifted from a predominantly White teaching staff (1974-76) to a predominantly Black teaching staff (1977-1980). When the teacher population was divided into basic skills teachers and other classroom teachers, each group appeared to be unique.

Basic skills teachers. Basic skills teachers were disproportionately distributed, with most teachers having 1-3 years LHS teaching experience (63%), 1-3 years DISD teaching experience (45%) and holding a bachelor of arts or bachelor of science degree (60%). Most basic skills teachers were White (55%) and female (55%). Black teachers and male teachers represented 45% of their respective categories. Demographic characteristics for basic skills teachers, between 1974 and

1980, showed a slight increase in LHS teaching experience, a larger increase in DISD teaching experience and a shift from a predominantly White teaching staff (1974-77) to a predominantly Black teaching staff (1978-1980),

Other classroom teachers. The average other classroom teachers at LHS had either 1-3 years LHS teaching experience (40%), over six years DISD experience (42%) and held a bachelor of arts or bachelor of science degree (50%). Most other classroom teachers were Black (55%) and female (52%). White teachers averaged 40% of their group, and male teachers averaged 48% of their respective group. While the ethnic distribution and male/female ratio remained constant between 1974 and 1980, teaching experience and the percentage of those holding a specific professional degree did not remain constant. LHS teaching experience shifted from a majority of those with 1-3 years teaching experience to a majority of those with 4-6 years and over 6 years teaching experience in 1978. DISD teaching experience also increased — especially noticeable in 1977. By 1979 there were as many other classroom teachers with master's degrees (43%) as there were teachers with bachelor's degrees (43%).

To summarize, during the period 1974-1980, LHS teachers appeared to have limited LHS teaching experience, an increasing amount of DISD teaching experience, and held a bachelor's degree. More than half the teachers were female, while there were equal percentages of Black and White teachers. However, when teachers were classified as basic skills teachers or other

classroom teachers, basic skills teachers were less experienced than other classroom teachers. They had less teaching experience both at LHS and in the DISD. In addition, a larger percentage of basic skills teachers held only bachelor's degrees than those teachers who were classified as other classroom teachers.

Number of contracted LHS teachers. Table 1 shows that 148 teachers were contracted to teach at LHS from 1974 to 1980. Forty-five (30%) teachers were experienced and 103 teachers (70%) were inexperienced. The experienced teachers were original members of the staff (N = 39) who were still at Lincoln when the period of analysis began, or returning members (N = 6) of the teaching staff. These teachers were familiar with the LHS and DISD teaching environment. Thirty-one (21%) of the 103 inexperienced teachers were new at LHS but had acquired DISD teaching experience at other schools. (The schools from which they transferred were unknown.) They had requested transfers to LHS, between 1974 and 1980, or were transferred by DISD administration (especially 1974 teachers) to LHS from other DISD schools. Although these 31 teachers were new to the Lincoln campus, they were familiar with the DISD teaching environment. The remaining 72 (49%) inexperienced teachers were first-year teachers at both LHS and in the DISD. They were neither familiar with the LHS teaching environment nor the DISD teaching environment. Therefore, during the period of 1974 to 1980 almost two inexperienced teachers were assigned for every one experienced teacher assigned.

Distribution of new teachers. Table 2 shows the distribution of new teachers assigned to LHS who had no LHS or DISD teaching experience (N = 72). The majority (67%) of new teachers were basic skills teachers (N = 48, M = 6.9 per year) while other classroom teachers comprised the remaining (33%) new teachers (N = 24, M = 3.4 new teachers per year). Of these two groups, the Language Arts Department, Creative Arts Department, and Science Department received a majority of the new teachers. These teachers (49%) were inexperienced, first-year teachers when assigned to Lincoln High School. Overall, this was an average of approximately 10 new teachers per year in a teaching staff that averaged approximately 73 teachers per year between 1974 and 1980.

Subdistrict of residency. LHS administrators wanted to know if the distance between the school (LHS) and the teacher's residence influenced teacher retention. Therefore, the zip code designating the location of each teacher's residence (for each year he or she taught at LHS) was matched with DISD subdistrict locations: Northwest Subdistrict (NW), Northeast Subdistrict (NE), Southwest Subdistrict (SW) Southeast Subdistrict (SE), East Oak Cliff Subdistrict (EOC), and Seagoville. These, in turn, were used to locate the DISD subdistrict in which teachers lived, to compare teaching experience (retention) by subdistrict, and to compare demographic characteristics by subdistrict. (The difference between the 148 teachers assigned

Table 2

Distribution of New Teachers Assigned to LHS Who Had No LHS or DISD Teaching Experience

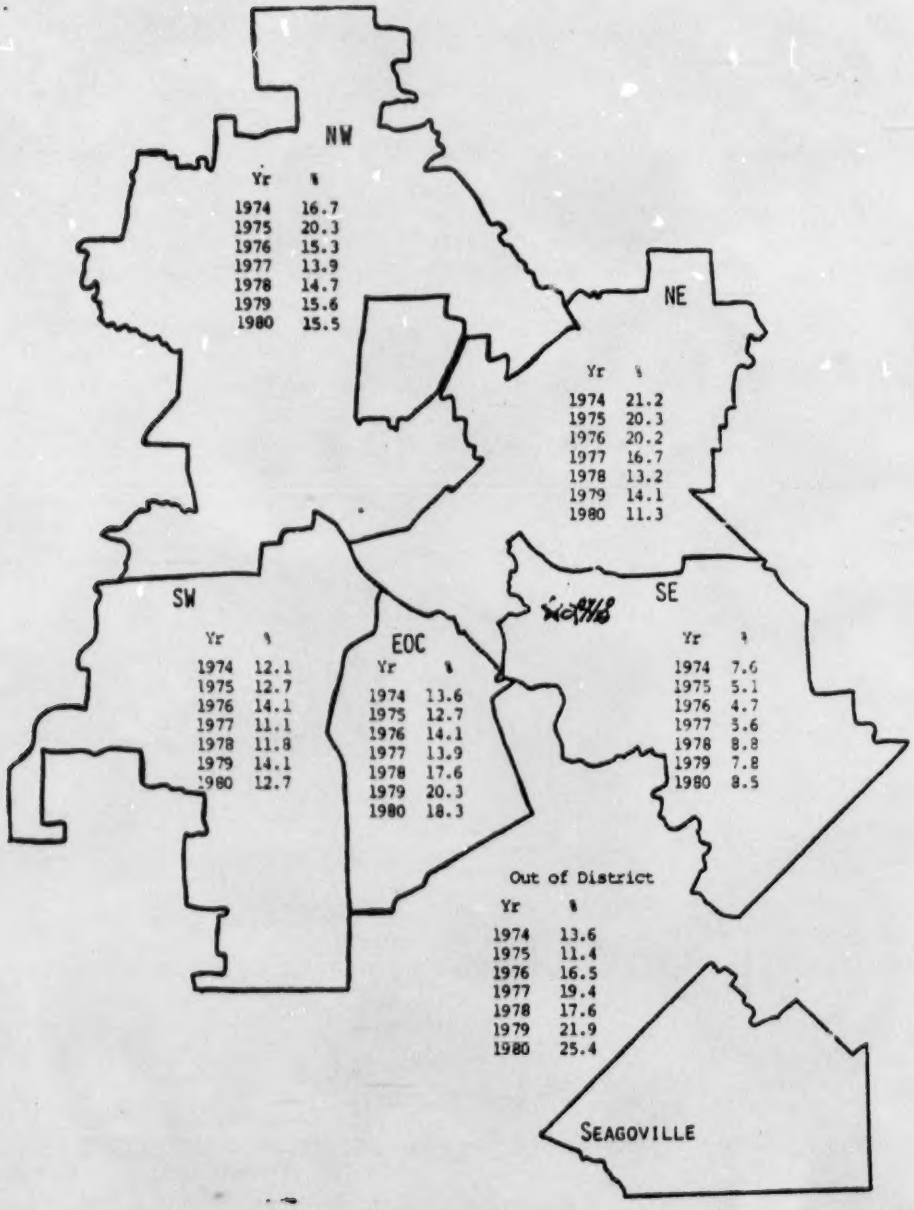
Department Assigned	Year of Assignment							Total	
	'74 N	'75 N	'76 N	'77 N	'78 N	'79 N	'80 N	N	%
Language Arts	3	1	1	4	3	0	2	14	19.4
Social Science	1	1	1	1	2	1	0	7	9.7
Science	5	1	2	1	1	2	1	13	18.0
Mathematics	2	2	2	1	0	0	2	9	12.5
Reading	1	1	3	0	0	0	0	5	6.9
Creative Arts	4	2	2	3	0	1	2	14	19.4
Recreative Arts	2	1	1	0	1	0	0	5	6.9
Other	2	1	0	1	0	1	0	5	6.9
Total New Teachers									
N	20	10	12	11	7	5	7	72	
%	27.8	13.9	16.7	15.3	9.7	6.9	9.7		

Note. Numbers add from top to bottom ("Total") and left to right ("Total New Teachers").

to LHS and the 151 teachers shown in Figures 2 through 4 can be attributed to the number of teachers who changed their residency and sometimes their zip codes during the period of analysis.)

Year of residency. Figure 2 shows the percentage of teachers who lived in a subdistrict and the year(s) of residency. LHS teachers were distributed throughout all DISD subdistricts, except the Seagoville Subdistrict, from 1974 to 1980. Some LHS teachers (11% to 25%) also lived out of DISD subdistricts during this period. There were some variations among subdistricts. Teachers were almost equally distributed in the NW Subdistrict and the SW Subdistrict, less than 9% lived in the SE Subdistrict (where LHS is located), and the percentage of teachers who lived in the NE Subdistrict decreased from 16.7% in 1977 to 11.3% in 1980. On the other hand, the percentages of LHS teachers who lived in the EOC Subdistrict or not in any DISD subdistrict increased during the period 1977 to 1980. It appears, therefore, that either more LHS teachers were moving closer to the school where they were teaching or the school was attracting more teachers who already lived near the school subdistrict.

Home subdistrict/teaching experience. Table 3 shows the percentage of total LHS teachers per subdistrict, median number of years teaching experience, and the range of years taught by teachers of their subdistrict residency from 1974 to 1980. Approximately 41% of LHS teachers lived in the NW Subdistrict and NE Subdistrict areas. Thirty-six percent lived in the EOC Subdistrict, SE Subdistrict or SW Subdistrict area, while 20% did not live in any DISD subdistrict.



Note: Teachers are not shown if their residence bordered two subdistricts. Therefore, percentages may not sum to 100%.

Figure 2. Percent of LHS teachers who lived in a DISD subdistrict by subdistrict and year of residency.

Table 3

Distribution of Teachers Who Taught at LHS by Their Subdistrict of Residency, Number of Teachers, Percent of all Teachers and Teaching Experience (1974-1980)

DISD Subdistrict	Teachers		Teaching Experience			
			LHS		DISD	
	Number	%	Median	Range (Yrs.)	Median	Range (Yrs.)
NW	25	16.6	3.5	1, 14	3.6	1, 16
NE	28	18.5	3.3	1, 8	3.7	1, 14
SW	23	15.2	2.7	1, 10	4.4	1, 21
SE	9	6.0	8.0	1, 16	11.0	1, 16
EOC	18	11.9	5.3	1, 23	10.1	1, 27
NE-NW[a]	9	6.0	2.9	1, 8	3.2	1, 8
NE-SE[a]	3	2.0	3.5	1, 5	3.5	1, 5
SE-EOC[a]	5	3.2	10.0	1, 15	11.0	2, 20
Out of District	31	20.5	2.6	1, 12	3.2	1, 21

[a]Represents residency on or very near the border between two subdistricts.

A median statistic was used to compare LHS teachers within subdistricts because of the extreme range in their teaching experience. For example, teachers in the SE Subdistrict and the EOC Subdistrict had the largest median for years taught both at LHS and in the DISD. The median years teaching experience for those living in the NW Subdistrict, NE Subdistrict, SW Subdistrict and out-of-district residences decreased from 3.5% to 2.7%, respectively. There was very little relationship between subdistrict median years teaching experience and the range of years taught at LHS. For example, the EOC Subdistrict, SW Subdistrict, and out-of-district categories had the widest ranges of years but not the largest median years teaching experience. Another example was noted in the NW, NE, and SE Subdistricts where the ranges were similiar, but median scores were dissimiliar. (The numbers of teachers were almost equal for every subdistrict except the SE Subdistrict.) Furthermore, the mean statistic was higher than the median statistic for every subdistrict category except the EOC Subdistrict and the SE Subdistrict. The pattern for statistical modes, or most frequently mentioned number of years experience, were also congruent with the median years taught for each subdistrict. For example, the SE Subdistrict had a mode of 12.5 years experience, while the mode for the NW Subdistrict was one year. In essence, there were some teachers in every subdistrict with long term teaching experience at LHS but there were more in the SE Subdistrict and the EOC Subdistrict.

Ethnic and Sex Distribution

Figure 3 shows the ethnic and sex distribution of LHS teachers by their subdistrict of residency from 1974 to 1980. When ethnicity is considered as a separate entity, LHS teachers were largely residentially segregated. A majority of the Black teachers lived in DISD's southern subdistricts, while a majority of the White teachers lived in DISD's northern subdistrict or out-of-District (e.g., most Black teachers lived in the EOC Subdistrict and most White teachers lived in the NE and out-of-District).

The distribution of LHS teachers provided a less clear pattern when sex is viewed as a separate variable. Every subdistrict, except the SW Subdistrict and out-of-District, shows a predominance of female LHS teacher residents (although an approximately equal percentage of male and female teachers were assigned). This suggests that male LHS teachers were more willing to drive greater distances to work at LHS. When ethnic and sex distribution were analyzed jointly, an interesting pattern emerged. The pattern reemphasized the residental segregation that existed in the DISD. For example, there was a predominance of Black female LHS teachers in the SE, of White female teachers in the NW Subdistrict and the NE Subdistrict and of White LHS male teachers who did not live in any DISD subdistrict. EOC remained segregated, with an approximate balance of Black male and Black female teachers, while the SW was the most desegregated subdistrict.

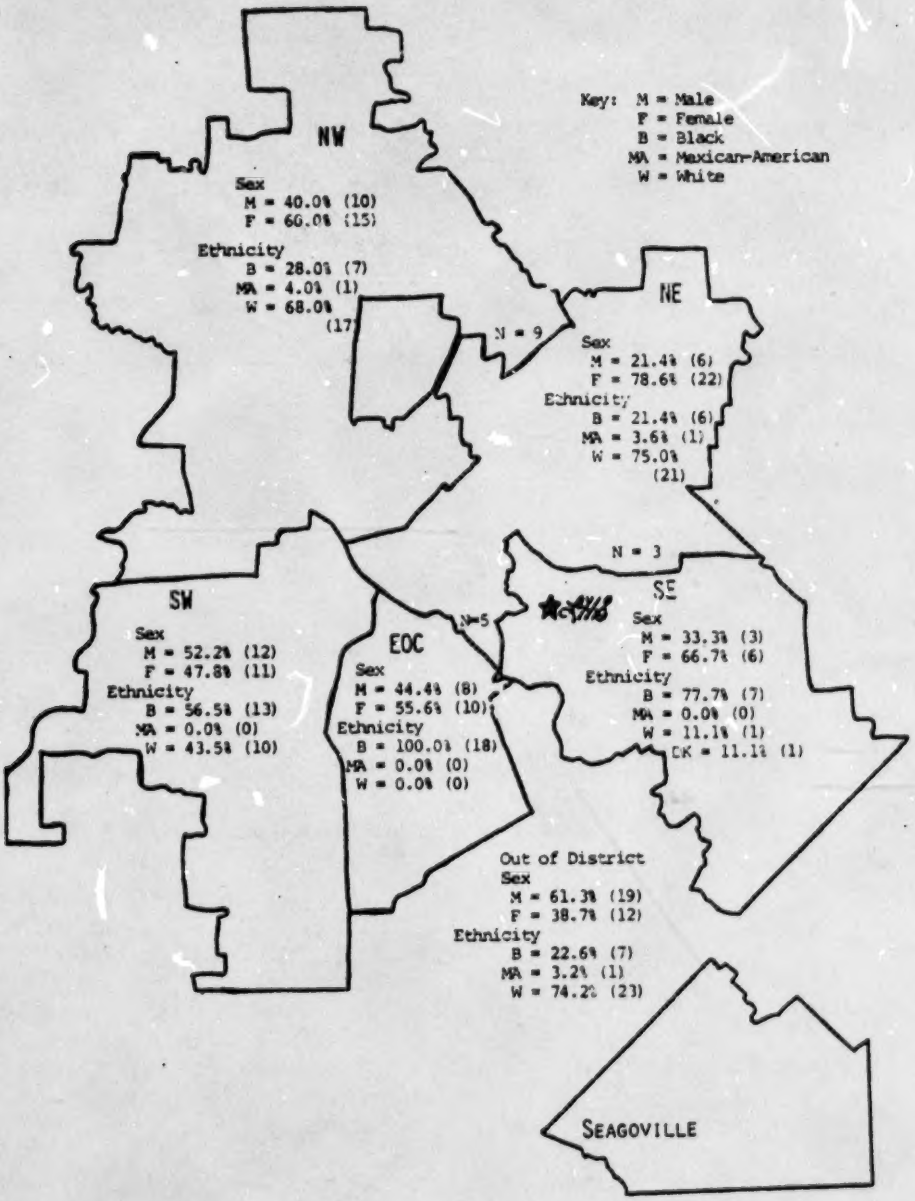


Figure 3. Sex and ethnic distribution of LHS teachers by subdistrict of residency (1974-1980).

In summary, Figures 2 through 3 suggest that very few LHS teachers lived in that school's subdistrict. Instead, a majority of LHS teachers have resided in and commuted from the Northeast Subdistrict, Northwest Subdistrict and from out of the DISD while teaching LHS students. Many of the teachers at LHS were White teachers and female teachers who lived in the Northeast and Northwest Subdistricts. Black teachers who taught at LHS lived primarily in the southern subdistricts. Finally, there appears to be some relationship between median years teaching experience and the subdistrict of residency. The closer the teacher's residence to LHS the greater the median years teaching — both for LHS teaching experience and DISD teaching experience. Furthermore, the range of years teaching suggested that teachers taught in a school longer if they lived in or near the school's subdistrict. An analysis of variance indicated a significant relationship between LHS teaching experience and the area (subdistrict) of residency ($F(1,463) = 6.308$, $p < 0.000$). The effect was still significant when ethnicity and sex were controlled ($F(2,463) = 53.109$, $p < 0.000$). More specifically, the unadjusted deviation (0.42) and deviation Beta adjusted for independence (0.31) suggested that teachers who lived in the SE - ECC, SE or ECC Subdistrict taught more years, respectively, at LHS. Those who lived in the SW, NE-SE, NE-NW, out-of-District, or NE Subdistrict, taught fewer years, respectively, at LHS. Therefore, knowing the subdistrict of residency contributed significantly towards describing years teaching experience at LHS ($R^2=.25$).

2. What was the relationship between student achievement and teacher mobility under the LHSRP?

No direct relationship could be drawn between the achievement level of LHS students and teacher mobility at LHS. This report and other various reports on the LHSRP suggested some common problem areas while others did not. For example, a longitudinal study of 1975-79 scores from the Iowa Tests of Educational Development (ITED) and the rate of teacher-mobility within departments suggested only a small partial relationship between the two. Test scores for both the Reading Total subtest and Language Total subtest on the ITED were lowest of all subtests while most teacher turnover was in the Language Arts Department and the Science Department, but not the Reading Department. (This may be attributed to the overlap of positions in the English department and the Reading department.) The data also show that the quality of LHS students (using test scores as the criteria) and the quality of LHS teachers (using teaching experience and professional degrees held) both remained constant throughout 1974 to 1980: low-achieving students and inexperienced teachers. Another example can be found in the results of a May 1980 policy survey of LHS teachers. It revealed that more basic skills teachers than any other group (other classroom teachers or LHS staff members) thought LHS students less academically competent (e.g., unable to perform academic tasks, lack reading skills, unwilling to attend class, lack basic knowledge required to take advanced courses).

Perhaps more important, these same teachers expressed less experience than the other groups at teaching this type student, thereby suggesting a possible area of frustration between student and teacher. Finally, the results of a May 1980 study of the percentage of failing grades by each department suggested a slight relationship between student achievement and teacher mobility. Basic skills teachers issued more failing grades than the other classroom teachers. When questioned about this, they expressed an inability to get students to understand assignments or complete course requirements. Basic skills teachers also registered the largest percentage of teachers who resigned or transferred.

Perhaps the only constant variable of significance appears to be that LHS students have tended to be low-achieving, low-income students taught by inexperienced teachers who were highly mobile.

3. What was the distribution of teachers who left and teachers who stayed?

Number of years teachers taught. Table 4 shows the number of years teachers taught by classification. Many LHS teachers (24%, N = 35) taught one year. An additional 33% (N = 50) remained through the second and third year, but less than 15% (N = 21) taught the entire period of analysis. Their average teaching time at LHS was 4.3 years. The situation was even more pronounced when basic skills teachers and other classroom teachers were classified by years taught. Forty-eight percent of basic skills teachers (N = 47) generally taught one to two

Table 4

Years Taught by Basic Skills (BS) Teachers,
Other Classroom (OC) Teachers and
All Teachers Assigned to Lincoln High School
(1974-1980)

Number of Years Each Teacher Taught	Teacher Classification					
	N	% of BS Teachers	N	% of OC Teachers	N	% of All Teachers
1	23	23.7	12	23.5	35	23.6
2	24	24.7	3	5.9	27	18.2
3	17	17.5	6	11.8	23	15.5
4	11	11.3	6	11.8	17	11.5
5	10	10.3	7	13.7	17	11.5
6	5	5.1	3	5.9	8	5.4
7	7	7.2	14	27.4	21	14.2
Total Teachers	97		51		148	

Note. Both teachers assigned in the past and those presently assigned to LHS are included in this table.

years. Less than eight percent (N = 7) taught for the entire period of analysis. Their average years taught was 3.0 years. Other classroom teachers were curvilinearly distributed by the number of years taught. Twenty-nine percent (N = 15) taught one to two years and 27% (N = 14) taught the entire period of analysis. Finally, although there were an approximately equal number and percentage of basic skills and other classroom teaching positions at LHS, Table 4 shows that almost twice as many basic skills teachers as other classroom teachers were assigned to these positions: 97 basic skills teachers versus 51 other classroom teachers. Thus, the average years taught by basic skills teachers appears to be lower than the average years taught by other classroom teachers.

Teaching positions and replacement. Table 5 portrays the teaching positions assigned to LHS, position replacements and the percentage of positions that were replaced/filled with new teachers. Twenty percent (N=103) of the teaching positions at LHS were replaced with new teachers from 1974 to 1980. Excluding 1974, when a major shift in District personnel assignments occurred, the largest percentage of new personnel assigned was in 1976 (23%) and the smallest percentage of new personnel assigned was in 1979 (14%). Some departments had more teacher replacements than others. For example, the Reading department replaced 35% of its teachers (N = 11), the Social Science department replaced 26% (N = 15) and the Science department replaced 24% of its teachers (N = 15). The Creative Arts department replaced less than 13% of its

Table 5

Distribution of the Number of Teaching Positions Assigned (TPA), Number of Teaching Positions Replaced (TPR), and the Percentage of Positions Replaced (PPR) Each Year by Departments

	1974				1975				1976				1977				1978				1979				1980				1974-80 Total			
		TPR				TPR				TPR				TPR				TPR				TPR				TPR				TPR		
	TPA	DISD Exp.	No Exp.	PPR	TPA	DISD Exp.	No Exp.	PPR	TPA	DISD Exp.	No Exp.	PPR	TPA	DISD Exp.	No Exp.	PPR	TPA	DISD Exp.	No Exp.	PPR	TPA	DISD Exp.	No Exp.	PPR	TPA	DISD Exp.	No Exp.	PPR	TPA	DISD Exp.	No Exp.	PPR
LA	8	0	3	37.5	11	1	1	18.2	10	1	1	20.0	13	0	4	30.8	11	1	3	36.4	10	0	0	0.0	10	0	2	20.0	73	3	14	23.3
SS	6	2	1	50.0	7	1	1	28.6	12	3	1	33.3	9	0	1	11.1	10	1	3	30.0	7	1	1	28.6	7	0	0	0.0	58	8	7	25.9
Sc	8	0	5	62.5	9	0	1	11.1	10	1	2	30.3	9	0	1	11.1	10	1	1	20.0	7	0	2	28.6	9	0	1	11.1	62	2	13	24.2
Math	9	1	2	33.3	13	2	2	30.8	11	0	2	18.2	9	0	1	12.5	5	0	0	0.0	8	2	0	25.6	7	0	0	0.0	61	5	7	19.7
Read	5	1	1	40.0	7	1	1	28.6	8	0	3	37.5	1	0	0	0.0	2	1	0	50.0	2	0	0	0.0	6	1	2	50.0	31	4	7	35.5
CA	20	1	4	25.0	21	0	2	9.5	22	1	2	13.6	22	0	3	13.6	19	0	0	0.0	18	1	1	11.1	18	1	2	16.7	140	4	14	12.9
BA	6	0	2	33.3	6	0	1	16.7	7	1	1	28.6	5	0	0	0.0	6	1	1	33.3	6	0	0	0.0	6	0	0	0.0	42	2	5	16.7
Other	4	0	2	50.0	5	0	1	20.0	6	0	1	16.7	5	0	0	0.0	6	0		16.7	6	0	1	16.7	8	2	0	25.0	39	3	5	20.5
Total	66	5	20	37.9	79	5	10	19.0	85	8	12	23.5	73	0	11	15.1	68	5	7	17.6	64	4	5	14.1	71	4	7	15.5	506	31	72	20.4

Note. The Percentage of Positions Replaced (PPR) were computed by adding "DISD Exp." and "No Exp." and dividing the sum by the Number of Teaching Positions Assigned (TPA) (e.g., 0 + 3 ÷ 8 = 3.75% Language Arts teaching positions replaced in 1974).

teachers (N = 18). Overall, 20% of LHS teaching positions were replaced from 1974 to 1980. Some departments replaced at least one of their teachers every year (from 1974 to 1980) and other departments have replaced more than half of their staff some years.

LHS teachers who resigned or transferred. Between 1974 to 1980, 64 LHS teachers resigned from their LHS/DISD teaching positions or transferred to another DISD school. Thirty-one percent (N=20) resigned and 69% (N=44) transferred. A majority of those who resigned or transferred (72%) taught basic skills classes. They transferred primarily out of LHS's Creative Arts department, Mathematics department, and Science department. The ratio of basic skills teachers to other classroom teachers who transferred, however, was smaller than it was for teachers who resigned.

Teachers who resigned. Table 6 is a longitudinal profile of teachers who resigned from teaching at LHS and in the DISD. The 20 LHS teachers who resigned had either 1-3 years (50%) or 4-6 years (50%) LHS teaching experience, and 95% had either 1-3 years or 4-6 years DISD teaching experience. Most (45%, N = 9) held a bachelor of arts or bachelor of science degree, while 30% (N = 6) held a master of arts or master of science degree. Eighty percent were White teachers and 20% were Black teachers. Among those who resigned, most were female teachers (60%) and teachers who taught basic skills classes (85%). Twenty teachers, or an average of three teachers per year, resigned teaching between 1974 to 1980.

Table 6

Longitudinal Profile of Lincoln High School Teachers, 1974-1980:
Teachers Who Resigned

Category	1975 N	1975 %	1976 N	1976 %	1977 N	1977 %	1978 N	1978 %	1979 N	1979 %	1980 N	1980 %	1975-1980 Total N	1975-1980 Total %
HIS Experience														
1-3 yrs.	2	50.0	1	50.0	2	75.0	3	60.0	1	33.0	0	0.0	10	50.0
4-6 yrs.	2	50.0	1	50.0	1	25.0	2	40.0	2	67.0	2	100.0	10	50.0
DISD Experience														
1-3 yrs.	2	50.0	1	50.0	3	75.0	3	60.0	0	0.0	0	0.0	9	45.0
4-6 yrs.	2	50.0	1	50.0	1	25.0	1	20.0	3	100.0	2	100.0	10	50.0
Over 6 yrs.	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0	1	5.0
Professional Degree														
BA/BS	0	0.0	1	50.0	1	25.0	4	80.0	1	33.0	2	100.0	9	45.0
MA/MS	1	25.0	0	0.0	3	75.0	1	20.0	1	33.0	0	0.0	6	30.0
None	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	2	10.0
DK	3	75.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	15.0
Ethnicity														
Black	0	0.0	0	0.0	1	25.0	3	60.0	0	0.0	0	0.0	4	20.0
White	4	100.0	2	100.0	3	75.0	2	40.0	3	100.0	2	100.0	16	80.0
Sex														
Male	1	25.0	0	0.0	2	50.0	2	40.0	2	67.0	1	50.0	8	40.0
Female	3	75.0	2	100.0	2	75.0	3	60.0	1	33.0	1	50.0	12	60.0
Academic Classification														
Basic Skills	4	100.0	2	100.0	4	100.0	5	100.0	1	33.0	1	50.0	17	85.0
Other Classroom Teachers	0	0.0	0	0.0	0	0.0	0	0.0	2	67.0	1	50.0	3	15.0

Note. No record was available of teachers who quit in 1974.

When teachers who resigned were analyzed more closely by acquired teaching experience, it was noted that teachers resigned from teaching at some career points more than others. For example, 40% resigned with one year LHS teaching experience, 25% resigned with four years LHS teaching experience and 15% resigned with five years LHS teaching experience. No teacher resigned after six years LHS teaching experience. The pattern was almost the same when resigning teachers were controlled by DISD teaching experience. Therefore, it appeared that teachers resigned after their initial teaching experience (the first year), before the third year when their chance of obtaining a transfer increases significantly and before they had invested a large number of years in the teaching profession (usually four years or more).

Teachers who transferred. Table 7 is a longitudinal profile of teachers who transferred from LHS. Generally, teachers who transferred had 4-6 years LHS teaching experience (52%), 4-6 years DISD teaching experience (50%) and a bachelor of arts or bachelor of science degree (57%). Seventy-three percent (N=32) were White, 64% (N=28) were female and 66% (N=29) were basic skills teachers. Most LHS teachers transferred between 1975 and 1977. Again, basic skills teachers who taught Language Arts and Mathematics comprised most (66%) of the teachers who transferred. Fifteen (34%) other classroom teachers transferred to various DISD schools.

Table 7

Longitudinal Profile of Lincoln High School Teachers, 1974-1980
Teachers Who Transferred

Category	1974 N	1974 %	1975 N	1975 %	1976 N	1976 %	1977 N	1977 %	1978 N	1978 %	1979 N	1979 %	1980 N	1980 %	1974-1980 Total N	1974-1980 Total %
LHS Experience																
1-3 yrs.	0	00.0	6	54.5	7	53.8	4	33.3	1	20.0	0	0.0	1	50.0	20	45.5
4-6 yrs.	0	0.0	5	45.5	5	38.5	8	66.7	4	80.0	0	0.0	1	50.0	23	52.3
Over 6 yrs.	1	100.0	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0	1	2.3
DISD Experience																
1-3 yrs.	0	100.0	4	36.4	4	30.8	3	25.0	1	20.0	0	0.0	1	50.0	14	31.8
4-6 yrs.	0	0.0	4	36.4	6	46.1	7	58.3	4	80.0	0	0.0	1	50.0	22	50.0
Over 6 yrs.	1	100.0	3	27.3	3	23.1	2	16.7	0	0.0	0	0.0	0	0.0	8	18.2
Professional Degree																
BA/BS	0	0.0	5	45.5	8	61.5	9	75.0	2	40.0	0	0.0	1	50.0	25	56.8
MA/MS	0	0.0	1	9.1	4	30.8	3	25.0	3	60.0	0	0.0	1	50.0	12	27.3
DK	1	100.0	5	45.5	1	7.7	0	0.0	0	0.0	0	0.0	7	15.9		
Ethnicity																
Black	0	0.0	3	27.3	2	15.4	5	41.7	0	0.0	0	0.0	1	50.0	11	25.0
Mex.-Amer.	0	0.0	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0	0	0.0	1	2.3
White	1	100.0	8	72.7	11	84.6	6	50.0	5	100.0	0	0.0	1	50.0	32	72.7
DK	0	0.0	0	0.0												
Sex																
Male	1	100.0	5	45.5	3	23.1	5	41.7	2	40.0	0	0.0	0	0.0	16	36.4
Female	0	0.0	6	54.5	10	76.9	7	58.3	3	60.0	0	0.0	2	100.0	28	63.6
Academic Classification																
Basic Skills	0	0.0	8	72.7	9	69.2	8	66.7	3	3.60	0	0.0	1	50.0	29	65.9
Other Classroom Teachers	1	100.0	3	27.3	4	30.8	4	33.3	2	40.0	0	0.0	1	50.0	15	34.1

Note. No teacher transferred in 1979.

Subdistrict residence and subdistrict of transfer. Figure 4 shows the subdistrict residency of LHS teachers and their subdistrict of transfer. Most LHS teachers (60%) transferred from the LHS Subdistrict (the Southeast Subdistrict) to one closer to their subdistrict of residency. The only exception was noted in the Southeast Subdistrict where three residents transferred away from their home subdistrict. These few examples suggest that some teachers prefer to work near their place of residence. Furthermore, a majority of teachers who transferred selected schools similiar in student ethnicity and grade level to that of LHS. Forty percent (N=14) chose schools with 76-100% Black student enrollment and 65% chose secondary schools.

In summary, it appeared that the teachers who transferred and teachers who resigned were distinct groups. Those who transferred were both basic skills and other classroom teachers, teachers with an investment in teaching, (e.g., moderate teaching experience, a bachelor's degree) and who continued to teach the same type of student they taught at LHS. Those who resigned were largely basic skills teachers who had a minimum number of years invested in the teaching profession.

As to whether or not a teacher remained at LHS, an analysis of variance indicated that the difference between those teachers who left and those who stayed was not significant ($F(1,147) = 0.103$, $p < 0.748$). When retention was controlled (covaried) by sex, ethnicity, department, and DISD teaching experience, only DISD teaching experience made a significant difference as a

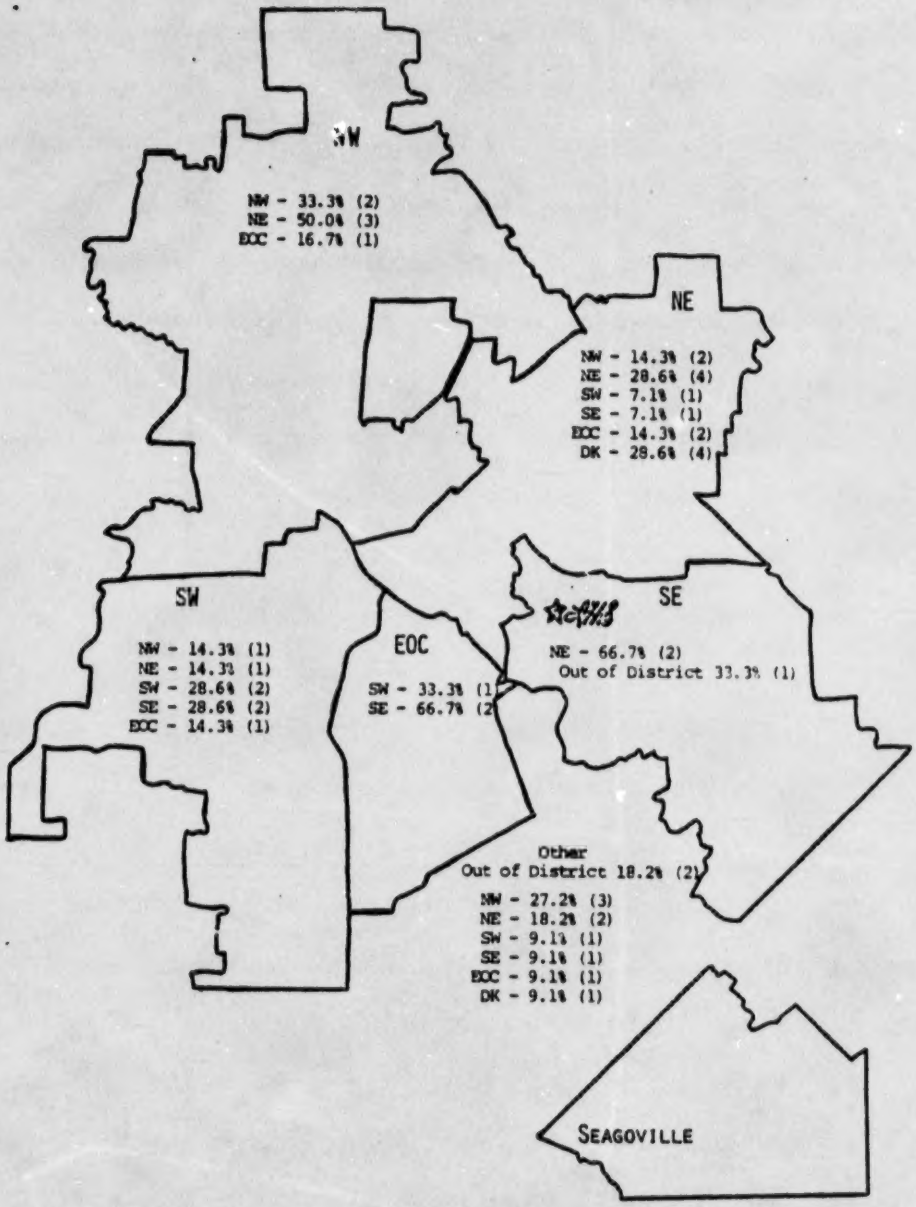


Figure 4. Resident location of LHS teachers by subdistrict of transfer (1974-1980).

separate covariate ($F(1,147) = 74.124$, $p < 0.000$). The combined covariates were significant ($F(4,147) = 27.915$, $p < 0.000$), however. The analysis of variance was able to explain a large portion of the variance between teachers who left and teachers who stayed ($R^2 = .43$). Combining teachers who leave and teachers who stay instead of using three categories (e.g., teachers who resigned, teachers who transferred and teachers who stayed) may have decreased the variance in this group.

Quality of replacing teachers. LHS administrators stated that they attempted to fill vacant teaching positions with teachers of comparable qualities: sex, ethnicity, degree, experience. Table 8 compares the qualities of teachers who left LHS and those hired to fill the vacancies. In those positions where original teachers and replacing teachers could be matched, LHS administrators succeeded most of the time in filling vacancies with teachers of comparable qualities. New teachers were generally of the same sex (97.9%), same ethnicity (95.7%) and held a comparable degree (55.3%) as those who left. However, they were usually less experienced (68.1%) than the original teachers. Furthermore, when tests of significance were computed on the above variables, only DISD teaching experience revealed a significant difference ($Z = 2.15$, $p < 0.01$).

Table 8

A Comparison of Teachers Who Left LHS and Those Teachers Who Were Hired to Fill Their Positions by Matching Qualifications[a, b, c] (1974-1980)

Matching Qualifications	Sex		Ethnicity		Degree Held		DISD Teaching Experience	
	N	%	N	%	N	%	N	%
Less than	NA		NA		9	19.1	32	68.1
Same	46	97.9	45	95.7	26	55.3	4	8.5
Greater than	NA		NA		6	12.8	10	21.3
DK[d]	1	2.1	2	4.2	6	12.8	1	2.1
	47		47		47		47	
Unknown	17		17		17		17	

[a]Original teachers were matched with their replacing teachers for hiring purposes. However, one interviewee noted that replacing teachers often had to fill the less senior position once they were hired.

[b]Seventeen positions could not be matched with teachers and their positions for this analysis and are shown here as "unknown."

[c]"Sex" was either male or female, "ethnicity" was either Black or White, "degree held" was either bachelor's degree, master's degree or none, and "DISD Teaching Experience" was the number of years teachers taught in the DISD.

[d]"DK" represents teachers who could not be identified by sex, ethnicity, degree held or number of years DISD teaching experience.

Summary

The primary purpose of this study was to measure teacher mobility during the Lincoln High School Renewal Project (1974 to 1980) and infer its impact on student achievement. Initial analysis revealed, however, that there was no teacher assignment policy specifically designed for the LHSRP. Instead, teachers were assigned according to District policies and in compliance with the 1976 desegregation court order. The result was that the background and other characteristics of many teachers assigned to Lincoln High School were frequently incompatible with the intent of the renewal project and/or with the type of students at the school. For example, many lacked teacher experience and were often White, female teachers who were unfamiliar with the school's environment and the particular problems of the students who attend Lincoln High School. They also tended not to live in the school's subdistrict but commuted to Lincoln from residentially segregated areas sometimes from very great distances. In addition, a large number of teachers requested transfers, were transferred or resigned. The combined impact of racially dominant departments, high turnovers in these departments, the ethnic composition of those most mobile, and the residential location of teachers, made it appear that mobility was somewhat racially motivated. However, when the school of transfer was added to the analysis, the results suggested that the commuting distance may have also been a prominent factor. Teachers usually transferred to a school which was closer to their residence but still had the same ethnic composition as Lincoln High School students.

No direct relationship could be found between teacher mobility and student achievement, but the data suggested that teacher mobility did have some impact on student achievement. Many teachers who left taught the basic skills classes. Thus, the basic skills departments were unstable and contained highly inexperienced teachers, since personnel were frequently being replaced. It was not surprising, therefore, to learn that basic skills teachers had the most difficulty teaching and disciplining LHS students. Moreover, students scored lowest and failed most often in these departments. Finally, combined analyses suggested that District assignment policies for the renewal project were largely typical. The District's attempt to meet its assignment policies and court-order requirement under the renewal program resulted in the assignment of teachers who were not necessarily prepared to teach in the context of the Lincoln High School Renewal Project.

Appendix A

Longitudinal Profile of Lincoln High School Teachers, 1974-80
All Teachers

Category	1974 N	1974 %	1975 N	1975 %	1976 N	1976 %	1977 N	1977 %	1978 N	1978 %	1979 N	1979 %	1980 N	1980 %	1974-1980 Total N	1974-1980 Total %
LISD Experience																
1-3 Yrs.	49	74.2	50	63.3	53	62.3	32	43.8	32	47.1	23	35.9	28	39.4	267	52.8
4-6 Yrs.	8	12.1	21	26.6	20	23.5	29	39.7	22	32.3	25	39.1	23	32.4	148	29.2
Over 6 Yrs.	8	12.1	8	10.1	12	14.1	12	16.4	14	20.6	16	25.0	20	28.2	90	17.8
DK	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
DISD Experience																
1-3 Yrs.	39	59.1	41	51.9	40	47.1	27	37.0	22	32.3	13	20.3	16	22.5	198	39.1
4-6 Yrs.	11	16.7	21	26.6	20	23.5	25	34.2	22	32.3	24	37.5	18	25.3	141	27.9
Over 6 Yrs.	15	22.7	17	21.5	25	29.4	21	28.8	24	35.3	27	42.2	37	52.1	166	32.8
DK	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
Professional Degree																
BA/BS	38	57.6	47	59.5	48	56.5	39	53.4	39	57.3	34	53.1	37	52.1	282	55.7
MA/MS	15	22.7	20	25.3	29	34.1	28	38.4	23	33.8	25	39.1	30	42.2	170	33.6
Ph.D.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.6	1	1.4	2	0.4
None	5	7.6	4	5.1	7	8.2	6	8.2	6	8.8	4	6.2	3	4.2	35	6.9
DK	8	12.1	8	10.1	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	17	3.4
Ethnicity																
Black	28	42.4	31	39.2	39	45.9	36	49.3	39	57.3	37	57.8	38	53.5	248	49.0
Mex-Amer.	2	3.0	2	2.5	2	2.3	2	2.7	1	1.5	1	1.6	1	1.4	11	2.2
White	35	53.0	46	58.2	44	51.8	35	47.9	28	41.2	26	40.6	32	45.1	246	48.6
DK	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
Sex																
Male	28	42.4	34	43.0	39	45.9	35	47.9	32	47.1	32	50.0	35	49.3	235	46.4
Female	38	57.6	45	57.0	46	54.1	38	52.1	36	52.9	32	50.0	36	50.7	271	53.6
Academic Classification																
Basic Skills	36	54.5	47	59.5	51	60.0	40	54.8	38	55.9	34	53.1	39	54.9	285	56.3
Other Classroom Teachers	30	45.5	32	40.5	34	40.0	33	45.2	30	44.1	30	46.9	32	45.1	221	43.7

Note. 'N' represents the number of teaching positions available for that period. A '%' represents the percentage of teaching positions occupied by teachers in that category.

Appendix B

Longitudinal Profile of Lincoln High School Teachers, 1974-80
Basic Skills Teachers

Category	1974 N	1974 %	1975 N	1975 %	1976 N	1976 %	1977 N	1977 %	1978 N	1978 %	1979 N	1979 %	1980 N	1980 %	1974-1980 Total N	1974-1980 Total %
LHS Experience																
1-3 Yrs.	28	77.8	33	70.2	38	74.5	22	55.0	22	57.9	16	47.1	19	48.7	178	62.5
4-6 Yrs.	2	5.6	9	19.1	7	13.7	13	32.5	12	31.6	13	38.2	15	38.5	71	24.9
Over 6 yrs.	5	13.9	5	10.6	6	11.8	5	12.5	4	10.5	5	14.7	5	12.8	35	12.3
DK	1	2.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
DISD Experience																
1-3 yrs.	23	63.9	26	55.3	28	54.9	19	47.5	15	39.5	8	23.5	10	25.6	129	45.3
4-6 yrs.	6	16.7	14	29.8	12	23.5	12	30.0	13	34.2	13	38.2	12	30.8	82	28.8
Over 6 yrs.	6	16.7	7	14.9	11	21.6	9	22.5	10	26.3	13	38.2	17	43.6	73	25.6
DK	1	2.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Professional Degree																
BA/BS	21	58.3	25	53.2	30	58.8	24	60.0	27	71.0	21	61.8	24	61.5	172	60.3
MA/MS	8	22.2	13	27.7	19	37.2	16	40.0	11	28.9	12	35.3	14	35.9	93	32.6
Ph.D.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.9	1	2.6	2	0.7
None	1	2.8	1	2.1	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0	3	1.0
DK	6	16.7	8	17.0	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0	15	5.3
Ethnicity																
Black	12	33.3	14	29.8	20	39.2	18	45.0	22	57.9	20	58.8	21	53.8	127	44.6
Mexican-American	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	23	63.9	33	70.2	31	60.8	22	55.0	16	42.1	14	41.2	18	46.1	157	55.1
DK	1	2.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3
Sex																
Male	15	41.7	19	40.4	24	47.1	19	47.5	17	44.7	17	50.0	17	43.6	128	44.9
Female	21	58.3	28	59.6	27	52.9	21	[illegible]	21	55.3	17	50.0	22	56.4	157	55.1
Academic Classifications																
Basic Skills	36		47		51		40		38		34		39		285	

Note. "N" represents the number of teaching positions available for that period. A "%" represents the percentage of teaching positions occupied by teachers in that category.

Appendix C

Longitudinal Profile of Lincoln High School Teachers, 1974-80
Other Classroom Teachers

Category	1974 N	1974 %	1975 N	1975 %	1976 N	1976 %	1977 N	1977 %	1978 N	1978 %	1979 N	1979 %	1980 N	1980 %	1974-1980 Total N	1974-1980 Total %
LHS Experience																
1-3 Yrs.	21	70.0	17	53.1	15	44.1	10	30.3	10	33.3	7	23.3	9	28.1	89	40.3
4-6 Yrs.	6	20.0	12	37.5	13	38.2	16	48.5	10	33.3	12	40.0	8	25.0	77	34.8
Over 6 yrs.	3	10.0	3	9.4	6	17 6	7	21.2	10	33.3	11	36.7	15	46.9	55	24.9
DISD Experience																
1-3 yrs.	16	53.3	15	46.9	12	35.3	8	24.2	7	23.3	5	16.7	6	18.7	69	31.2
4-6 yrs.	5	16.7	7	21.9	8	23.5	13	39 4	9	30 0	11	36.7	6	18 7	59	26.7
Over 6 yrs.	9	30.0	10	31.2	14	41.2	12	36.4	14	46.7	14	46.7	20	62.5	93	42.1
Professional Degree																
BA/BS	17	56.7	22	68.7	18	52.9	15	45.4	12	40.0	13	43.3	13	40.6	110	49.8
MA/MS	7	23.3	7	21.9	10	29.4	12	36.4	12	40.0	13	43.3	16	50.0	77	34.8
None	4	13.3	3	9.4	6	17 6	6	18.2	6	20.0	4	13.3	3	9.4	32	14.5
DK	2	6.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	1.0
Ethnicity																
Black	16	53.3	17	53.1	19	55.9	18	54.5	17	56.7	17	56.7	17	53.1	121	54.7
Mexican-American	2	6.7	2	6.2	2	5.9	2	6.1	1	3.3	1	3.3	1	3.1	11	5.0
White	12	40.0	13	40.6	13	38.2	13	39.4	12	40.0	12	40.0	14	43.7	89	40.3
Sex																
Male	13	43.3	15	46.9	15	44.1	16	48.5	15	50.0	15	50.0	18	56.2	107	48.4
Female	17	56.7	17	53.1	19	55.9	17	51.5	15	50.0	15	50.0	14	43.7	114	51.6
Academic Classifications Other Classroom teachers	30		32		34		33		30		30		32		221	

Note. "N" represents the number of teaching positions available for that period. A "%" represents the percentage of teaching positions occupied by teachers in that category.

Dallas Independent School District
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A STUDY OF TEACHER MOBILITY AT LINCOLN HIGH SCHOOL, 1981

SP81-107-82-05

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Accountability and Development

Dallas, Texas
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A Study of Teacher Mobility at Lincoln High School (LHS), 1981

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Background Information

In April 1981, a report on the mobility patterns of Lincoln High School (LHS) teachers (1974-1980) was completed. The purpose of the study was to measure the impact of teacher mobility on student achievement. It included (a) quality comparisons of the teaching staff; (b) a measure of teacher mobility for each year of the project; (c) a demographic profile of those teachers who remained at LHS and those who left LHS; and (d) other specific concerns of the LHS administration. The above report (SP81-107-81-05) encompassed school years 1974 through 1980. This report continues the analysis for the 1980-81 school year.

Results

The teaching staff assigned to LHS for school year 1980-81 was almost identical to the staffs assigned during the period of 1974-1980. There were approximately equal percentages of teachers with a bachelor's degree or a master's degree, approximately equal percentages of male teachers and female teachers, and the teaching staff was predominantly Black. The ratio of basic skills teachers (i.e., Mathematics, Language Arts) to other classroom teachers (i.e., Vocational Education, Recreative Arts) also remained approximately the same. As in the 1974-1980 period, in

1981 other classroom teachers had more teaching experience, both at LHS and in the DISD, than basic skills teachers. They held more master's degrees, there were more Black teachers, and there were more males among them than 1980-81 basic skills teachers.

Although teacher turnover declined at Lincoln High School, some turnover did occur and some new teachers were added to the 1980-81 teaching staff. Only one teacher transferred in 1979-1980. The vacancy created by the transfer and six vacancies created earlier were filled for the 1980-81 school year. The 1980-81 turnover rate was lower than for any other verifiable period. The seven new teachers were assigned to the Language Arts, Science, Mathematics, Creative Arts, Vocational Education, and other departments. Replacement teachers for 1980-81 were very similiar to past replacement groups. They had less teaching experience, generally the same level college degree as previous replacement groups and were generally of the same ethnic group. They (the replacing teachers) included a higher percentage of female teachers in 1981 than in previous years.

Lincoln High School teachers in 1980-81, lived in the same DISD subdistricts, generally, as in 1974-1980. Most lived out of the District (25%) or in East Oak Cliff (20%). Another large percentage lived in the Southwest Subdistrict (14%) or Northeast Subdistrict (12%). As in the 1974-1980 period, very few LHS teachers (8%) lived in the Southeast Subdistrict, where LHS is located. Compared to 1974-1980, fewer 1980-81 teachers lived in the Northwest (NW), Southeast (SE) and out of the District, while more teachers lived in the Northeast (NE), East Oak Cliff (EOC) or Southwest (SW) Subdistrict. Female teachers still tended to live close to subdistricts bordering the Southeast Subdistrict while

male teachers still appeared willing to drive further distances and lived predominantly in the Northwest and out of the District. White staff members lived largely in the Northeast Subdistrict and out of the District, while black staff members lived in every subdistrict, particularly the Southwest Subdistrict and East Oak Cliff Subdistrict.

Tables, figures, and appendices that reflect more detailed changes follow.

Table 1

Teachers Who Taught at Lincoln High School by Year, Number of Teachers Assigned, and New Teachers Assigned[a,b] (1974-1981)

Year	No. Teaching Positions Assigned	New Teachers Assigned	
		Number	% of Yearly Teachers Positions
Pre-1974	(39)	(39)	(-)
1974	66	25	37.9
1975	79	18	22.8
1976	85	20	23.5
1977	73	11	15.1
1978	68	13	19.1
1979	64	10	15.6
1980	71	12	16.9
1981	64	7	10.9
Total		155	25.4

[a]Although LHS used numerous substitute teachers to fill teaching vacancies, no substitute teachers were included in the analysis. Only secondary teachers who held a teaching contract with the DISD were included.

[b]'Pre-1974' represents those teachers who were assigned prior to school year 1974-75.

Table 2

Distribution of New Teachers Assigned to LHS Who Had No LHS or DISD Teaching Experience (1974-1981)

Department Assigned	Year of Assignment								Total	
	'74 N	'75 N	'76 N	'77 N	'78 N	'79 N	'80 N	'81 N	N	%
Language Arts	3	1	1	4	3	0	2	1	15	19.0
Social Science	1	1	1	1	2	1	0	0	7	8.9
Science	5	1	2	1	1	2	1	2	15	19.0
Mathematics	2	2	2	1	0	0	2	1	10	12.7
Reading	1	1	3	0	0	0	0	0	5	6.3
Creative Arts	4	2	2	3	0	1	2	1	15	19.0
Recreative Arts	2	1	1	0	1	0	0	0	5	6.3
Voc Ed/Other	2	1	0	1	0	1	0	2	7	8.9
Total New Teachers										
N	20	10	12	11	7	5	7	7	79	
%	25.3	12.7	15.2	13.9	8.9	6.3	8.9	8.9		

Note. Numbers add from top to bottom ("Total") and left to right ("Total New Teachers").

Table 3

Distribution of Teachers Who Taught at LHS by Their Subdistrict of Residency, Number of Teachers, Percent of all Teachers and Teaching Experience (1974-1981)

DISD Subdistrict	Teachers		Teaching Experience			
			LHS		DISD	
	Number	%	Median	Range (Yrs.)	Median	Range (Yrs.)
NW	25	16.6	3.5	1, 14	3.6	1, 16
NE	28	18.5	3.3	1, 8	3.7	1, 14
SW	23	15.2	2.7	1, 10	4.4	1, 21
SE	9	6.0	8.0	1, 16	11.0	1, 16
EOC	18	11.9	5.3	1, 23	10.1	1, 27
NE-NW[a]	9	6.0	2.9	1, 8	3.2	1, 8
NE-SE[a]	3	2.0	3.5	1, 5	3.5	1, 5
SE-EOC[a]	5	3.2	10.0	1, 15	11.0	2, 20
Out of District	31	20.5	2.6	1, 12	3.2	1, 21

[a]Represents residency on or very near the border between two subdistricts.

Table 4

Distribution of Teachers Who Taught at LHS by Their Subdistrict of Residency, Number of Teachers, Percent of all Teachers and Teaching Experience (1981)

DISD Subdistrict	Teachers		Teaching Experience			
			LHS		DISD	
	Number	%	Median	Range (Yrs.)	Median	Range (Yrs.)
NW	5	7.8	6.0	1, 16	6.0	1, 17
NE	8	12.5	5.8	1, 15	5.8	1, 15
SW	9	14.1	5.0	2, 11	8.0	3, 22
SE	5	7.8	12.0	4, 17	16.0	5, 17
EOC	13	20.3	6.2	1, 24	11.7	1, 24
NE-NW[a]	3	4.7	6.0	5, 9	6.0	5, 9
NE-SE[a]	0	0.0	0.0	0, 0	0.0	0, 0
SE-EOC[a]	3	4.7	5.0	3, 16	5.0	3, 16
Out of District	16	25.0	3.3	1, 22	3.5	1, 22
Don't Know	2	3.1	-	1, 1	-	1, 1

[a]Represents residency on or very near the border between two subdistricts.

Table 5

Years Taught by Basic Skills (BS) Teachers,
Other Classroom (OC) Teachers and
All Teachers Assigned to Lincoln High School
(1981)

Number of Years Each Teacher Taught	Teacher Classification					
	N	% of BS Teachers	N	% of OC Teachers	N	% of All Teachers
1	6	17.1	3	10.3	9	14.1
2	3	8.6	3	10.3	6	9.4
3	6	17.1	2	6.9	8	12.5
4	5	14.3	2	6.9	7	10.9
5	3	8.6	1	3.4	4	6.2
6	4	11.4	5	17.2	9	14.1
7 or more	8	22.9	13	44.8	21	32.8
Total Teachers	35	54.7	29	45.3	64	

Note. Teachers both assigned in the past and presently assigned to LHS are included in this table.

Table 6

Years Taught by Basic Skills (BS) Teachers,
Other Classroom (OC) Teachers and
All Teachers Assigned to Lincoln High School
(1974-1981)

Number of Years Each Teacher Taught	Teacher Classification					
	N	% of BS Teachers	N	% of OC Teachers	N	% of All Teachers
1	26	26.0	13	22.8	39	24.8
2	17	17.0	5	8.8	22	14.0
3	21	21.0	6	10.5	27	17.2
4	12	12.0	7	12.3	19	12.1
5	9	9.0	3	5.3	12	7.6
6	7	7.0	8	14.0	15	9.5
7 or more	8	8.0	15	26.3	23	14.6
Total Teachers	100	63.7	57	36.3	157	100.0

Note. Teachers both assigned in the past and presently assigned to LHS are included in this table.

Table 7

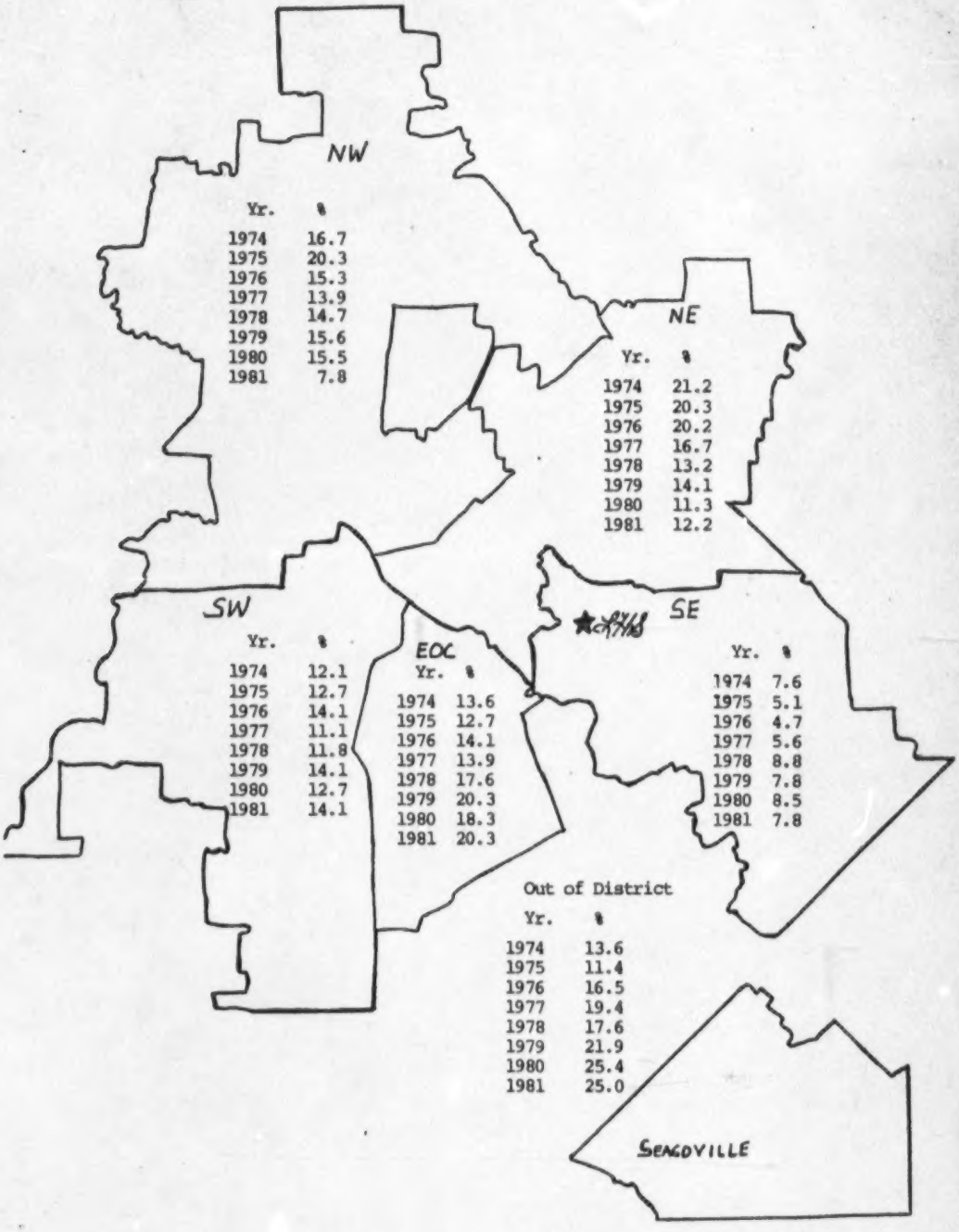
A Comparison of Teachers Who Left LHS and Those Teachers Who Were Hired to Fill Their Positions by Matching Qualifications[a, b] (1981)

Matching Qualifications	Sex		Ethnicity		Degree Held		DISD Teaching Experience	
	N	%	N	%	N	%	N	%
Less than	NA		NA		2	28.6	5	71.4
Same	3	42.9	7	100.0	3	42.9	2	28.6
Greater than	NA		NA		2	28.6	0	0.0
DK[c]	4	57.1	0	0.0	0	0.0	0	0.0
	7		7		7		7	

[a]Original teachers were matched with their replacing teachers for hiring comparisons. However, one interviewee noted that replacing teachers often had to fill the less senior position once they were hired.

[b]"Sex" was either male or female, "ethnicity" was either Black or White, "degree held" was either bachelor's degree, master's degree or none, and "DISD Teaching Experience" was the number of years teachers taught in the DISD.

[c]"DK" represents those teachers who could not be identified by sex, ethnicity, degree held or number of years DISD teaching experience.



Note: Teachers are not shown if their residence bordered two subdistricts. Therefore, percentages may not sum to 100%.

Figure 1. Percent of LHS teachers who lived in a DISD subdistrict by subdistrict and year of residency (1974-1981).

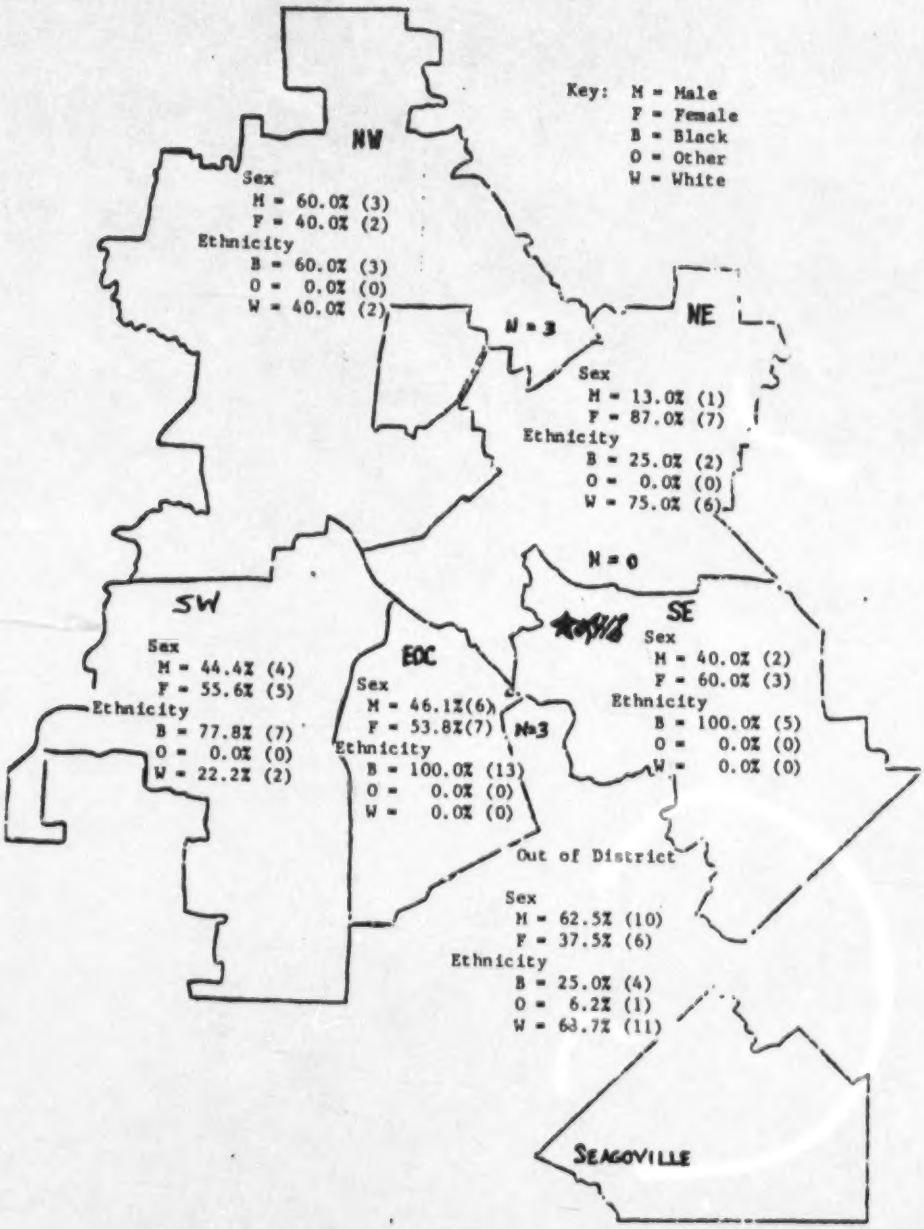


Figure 2. Sex and ethnic distribution of LHS teachers by subdistrict of residency (1981).

Appendix A

Longitudinal Profile of Lincoln High School Teachers, 1974-1981
All Teachers

Category	1974		1975		1976		1977		1978		1979		1980		1981		1974-1981 Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
LHS Experience																		
1-3 Yrs.	49	74.2	50	63.3	53	62.3	32	43.8	32	47.1	23	35.9	28	39.4	21	32.8	288	50.6
4-6 Yrs.	8	12.1	21	26.6	20	23.5	29	39.7	22	32.3	25	39.1	23	32.4	21	32.8	169	29.6
Over 6 Yrs.	8	12.1	8	10.1	12	14.1	12	16.4	14	20.6	16	25.0	20	28.2	22	34.4	112	19.6
Don't Know	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
DISD Experience																		
1-3 Yrs.	39	59.1	41	51.9	40	47.1	27	37.0	22	32.3	13	20.3	16	22.5	17	26.6	215	37.7
4-6 Yrs.	11	16.7	21	26.6	20	23.5	25	34.2	22	32.3	24	37.5	18	25.3	16	25.0	157	27.5
Over 6 Yrs.	15	22.7	17	21.5	25	29.4	21	28.8	24	35.3	27	42.2	37	52.1	31	48.4	197	34.6
Don't Know	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
Professional Degree																		
BA/BS	38	57.6	47	59.5	48	56.5	39	53.4	39	57.3	34	53.1	37	52.1	29	45.3	310	54.4
MA/MS	15	22.7	20	25.3	29	34.1	28	38.4	23	33.8	25	39.1	30	42.2	30	46.9	200	35.1
Ph.D.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.6	1	1.4	1	1.6	1	0.2
None	5	7.6	4	5.1	7	8.2	6	8.2	6	8.8	4	6.2	3	4.2	4	6.2	39	6.8
Don't Know	8	12.1	8	10.1	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	17	3.0
Ethnicity																		
Black	28	42.4	31	39.2	39	45.9	36	49.3	39	57.3	37	57.8	38	53.5	37	57.8	285	50.0
White	35	53.0	46	58.2	44	51.8	35	47.9	28	41.2	26	40.6	32	45.1	25	39.1	271	47.5
Other	2	3.0	2	2.5	2	2.3	2	2.7	1	1.5	1	1.6	1	1.4	2	3.1	13	2.3
Don't Know	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
Sex																		
Male	28	42.4	34	43.0	39	45.9	35	47.9	32	47.1	32	50.0	35	49.3	30	46.9	265	46.5
Female	38	57.6	45	57.0	46	54.1	38	52.1	36	52.9	32	50.0	36	50.7	34	53.1	305	53.5
Academic Classification																		
Basic Skills	36	54.5	47	59.5	51	60.0	40	54.8	38	55.9	34	53.1	39	54.9	35	54.7	320	56.1
Other Classroom Teachers	30	45.5	32	40.5	34	40.0	33	45.2	30	44.1	30	46.9	32	45.1	29	45.3	250	43.9

Note. 'N' represents the number of teaching positions available for that period. A '%' represents the percentage of teaching positions occupied by teachers in that category.

Appendix B

Longitudinal Profile of Lincoln High School Teachers, 1974-1981
Basic Skills Teachers

Category	1974		1975		1976		1977		1978		1979		1980		1981		1974-1981 Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
LHS Experience																		
1-3 Yrs.	28	77.8	33	70.2	38	74.5	22	55.0	22	57.9	16	47.1	19	48.7	14	40.0	192	60.0
4-6 Yrs.	2	5.6	9	19.1	7	13.7	13	32.5	12	31.6	13	38.2	15	38.5	12	34.3	83	25.9
Over 6 yrs.	5	13.9	5	10.6	6	11.8	5	12.5	4	10.5	5	14.7	5	12.8	9	25.7	44	13.8
DK	1	2.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	00.3
DISD Experience																		
1-3 yrs.	23	63.9	26	55.3	28	54.9	19	47.5	15	39.5	8	23.5	10	25.6	12	34.3	141	44.1
4-6 yrs.	6	16.7	14	29.8	12	23.5	12	30.0	13	34.2	13	38.2	12	30.8	10	28.6	92	28.8
Over 6 yrs.	6	16.7	7	14.9	11	21.6	9	22.5	10	26.3	13	38.2	17	43.6	13	37.1	86	26.9
Don't Know	1	2.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	00.3
Professional Degree																		
BA/BS	21	58.3	25	53.2	30	58.8	24	60.0	27	71.0	21	61.8	24	61.5	17	48.6	189	59.1
MA/MS	8	22.2	13	27.7	19	37.2	16	40.0	11	28.9	12	35.3	14	35.9	16	45.7	109	34.1
Ph.D.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.9	1	2.6	1	2.9	3	00.9
None	1	2.8	1	2.1	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.9	4	1.2
Don't Know	6	16.7	8	17.0	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	15	4.7
Ethnicity																		
Black	12	33.3	14	29.8	20	39.2	18	45.0	22	57.9	20	58.8	21	53.8	19	54.3	146	45.6
White	23	63.9	33	70.2	31	60.8	22	55.0	16	42.1	14	41.2	18	46.1	15	42.6	172	53.7
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.9	1	00.3
Don't Know	1	2.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	00.3
Sex																		
Male	15	41.7	19	40.4	24	47.1	19	47.5	17	44.7	17	50.0	17	43.6	14	40.0	142	44.4
Female	21	58.3	28	59.6	27	52.9	21	52.5	21	55.3	17	50.0	22	56.4	21	60.0	178	55.6
Academic Classifications																		
Basic Skills	36		47		51		40		38		34		39		35		320	

Note. "N" represents the number of teaching positions available for that period. A "%" represents the percentage of teaching positions occupied by teachers in that category.

Appendix C

Longitudinal Profile of Lincoln High School Teachers, 1974-1981
Other Classroom Teachers

Category	1974		1975		1976		1977		1978		1979		1980		1981		1974-1981 Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
LHS Experience																		
1-3 Yrs.	21	70.0	17	53.1	15	44.1	10	30.3	10	33.3	7	23.3	9	28.1	7	24.1	96	38.4
4-6 Yrs.	6	20.0	12	37.5	13	38.2	16	48.5	10	33.3	12	40.0	8	25.0	7	24.1	84	33.6
Over 6 yrs.	3	10.0	3	9.4	6	17 6	7	21.2	10	33.3	11	36.7	15	46.9	15	51.7	70	28 0
DISD Experience																		
1-3 yrs.	16	53.3	15	46.9	12	35.3	8	24.2	7	23.3	5	16.7	6	18.7	5	17.2	74	29.6
4-6 yrs.	5	16.7	7	21.9	8	23.5	13	39 4	9	30 0	11	36.7	6	18 7	6	20.7	65	26.0
Over 6 yrs.	9	30.0	10	31.2	14	41.2	12	36.4	14	46.7	14	46.7	20	62.5	18	62.1	111	44.4
Professional Degree																		
BA/BS	17	56.7	22	68.7	18	52.9	15	45.4	12	40.0	13	43.3	13	40.6	12	41.4	122	48.8
MA/MS	7	23.3	7	21.9	10	29.4	12	36.4	12	40.0	13	43.3	16	50.0	14	48.3	91	36.4
None	4	13.3	3	9.4	6	17 6	6	18.2	6	20.0	4	13.3	3	9.4	3	10.3	35	14.0
Don't Know	2	6.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.8
Ethnicity																		
Black	16	53.3	17	53.1	19	55.9	18	54.5	17	56.7	17	56.7	17	53.1	18	62.1	139	55.6
White	12	40.0	13	40.6	13	38.2	13	39.4	12	40.0	12	40.0	14	43.7	10	34.5	99	39.6
Other	2	6.7	2	6.2	2	5.9	2	6.1	1	3.3	1	3.3	1	3.1	1	3.4	12	4.8
Sex																		
Male	13	43.3	15	46.9	15	44.1	16	48.5	15	50.0	15	50.0	18	56.2	16	55.2	123	49.2
Female	17	56.7	17	53.1	19	55.9	17	51.5	15	50.0	15	50.0	14	43.7	13	44.8	127	50.8
Academic Classifications																		
Other Classroom teachers	30		32		34		33		30		30		32		29		250	

Note. "N" represents the number of teaching positions available for that period. A "%" represents the percentage of teaching positions occupied by teachers in that category.